

Register of Parents and Scholars.

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By an Act of the last General Assembly, all schools, which receive questions upon the

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ADAMS'

# COMMON SCHOOL REGISTER

For the Use of Public and Private Schools, Academies and Seminaries,

BEING A PART OF

## "ADAMS' UNION SERIES,"

most Complete, Simple and Comprehensive System of School Registers ever published,

### and according to the latest School Laws of the State of Illinois.

BY OLIVER ADAMS,

The original Author and Publisher of Adams' School and Township Records, Teachers' Daily Registers, Reports to Parents and Guardians, School Tablets for Marking Tardiness, and all kinds of numbers

Punctuality is a virtue of great importance in Society; and the want of it is a source of innumerable disadvantages and embarrassments. One small disappointment may prove the occasion of twenty or fifty great ones. Let this virtue become a habit with the child while at School, and in the active life of manhood it will not be found wanting.

CHICAGO.

OLIVER ADAMS AND COMPANY, PUBLISHERS.

1888.

Entered according to Act of Congress, in the year of our Lord, one thousand eight hundred and eighty-eight by OLIVER ADAMS, in the office of the Librarian of Congress at Washington

course of study  
of Illinois, by  
course of Study  
the county  
have prepared  
superintendent  
teachers

Study  
Words in print  
Spell all words  
On slates ruled  
from chart and  
a part of each  
recitation.

Read and write  
p. 25. Add columns  
ould be given with

Studies  
Second Reader  
Oral and written  
Addition and  
multiplication



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ADAMS UNION SERIES

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ADAMS UNION SERIES

ADAMS UNION SERIES

ADAMS UNION SERIES

1881



UNGRADED SCHOOLS OF ILLINOIS.

Department of Public Instruction.

SPRINGFIELD, ILLINOIS, Sept. 1, 1880.

The choice of study for the ungraded schools of this state, was discussed at the meeting of the County Superintendents of Illinois, held at Bloomington, December, 1879. After the discussion, a committee was appointed to prepare a course of study, and the State Superintendent was requested to have it printed, when prepared, and to send a copy of it to the county superintendents, to the teacher and board of school directors of each ungraded school in the state. The committee have prepared the following outline of study, and in compliance with the request of the Association, it is issued to the county superintendents for distribution. This outline of study is earnestly commended to county superintendents, and to the teachers, in the belief that it will contribute to the usefulness and efficiency of the ungraded schools in the state.

JAMES P. SLADE,

Superintendent of Public Instruction.

Studies for First Reader Pupils.

- Words in print and script from charts, word-cards, blackboards and books.
- Spell all words of the reading lessons.
- On slates ruled into three spaces by a scratcher. Use long pencils. When the First Reader is used, children should be given a part of each reading lesson upon the slate, to be criticised by the teacher.
- Read and write numbers to 100. Addition and subtraction by 1's, 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's, 10's. Add columns of units, no result to exceed 25. Practical, original problems to be given with each exercise by teacher and pupil.

Studies for Second Reader Pupils.

- Second Reader.
- Oral and written of all words used in the reading lessons.
- Addition and subtraction tables, to 12's, and by 3's, 4's, etc., to 9's, as well as multiplying numbers in columns. Subtracting numbers in which each figure

of the minuend is always greater than the corresponding figure of the subtrahend. Multiplication and division tables to 5's. Combinations in addition, subtraction, multiplication and division. Reading and writing numbers to 10,000. Analysis of simple problems. Roman numbers to 100.

WRITING—From copies on the blackboard. Copy a part of each reading lesson, making a proper use of capitals and punctuation marks. Pupils should be taught how to hold the pencil, the proper position, and the formation of small letters. Use slates properly ruled into spaces.

Studies for Third Reader Pupils.

READING—Third Reader.

SPELLING—Spelling Book. Oral, written and phonic spelling of all words used, giving selected words in the reader as a special exercise. Definitions. Abbreviations.

NUMBERS—Mental Arithmetic to fractions, using text-book. Rapid combinations, using the tables of 12's. Reading and writing numbers of two periods. Add and subtract numbers. Multiply and divide numbers of two periods, multiplier or



not to exceed 12. Analysis of problems. In writing avoid dupes weight, of dry, liquid and long-measures, and of time. Written Arithmetic through fundamental principles, using a text-book during last six months.

**GEOGRAPHY**—Pupils in this grade should be taught from the globe and outline maps. They should be taught at first to draw maps of the school grounds, town, county and state. They should learn to describe the natural divisions of land and water, and name and locate the grand divisions and the political divisions of North America. Use a primary geography during the last six months of the grade.

**WRITING**—Write with pen and ink in copy book. Use books in which the proper formation of the small letters (singly and combined in words) can be taught. Give special attention to the position of the pupils and manner of holding the pen.

### Studies for Fourth Reader Pupils.

**READING**—Fourth Reader.

**SPELLING**—First half of speller, from reader and other text-books. Use the writing speller. Definitions, each pupil having a dictionary. Spell words by sounds. Abbreviations and punctuation.

**WRITING**—Copy Books, special instructions should be given on proper formation of capitals, slant and shading of letters.

**GEOGRAPHY**—Geography to Europe, with map-drawing.

**GRAMMAR**—Oral Grammar first year. Text-book second year. In the oral work, first name all object words, distinguishing those that begin with a capital; then action words; form simple sentences combining these. Quality words combine with object words, etc. Let each part of speech be taken up in this way, until pupils can point out the parts of a sentence and tell the name and relation of each word. Analyze simple sentences from reader.

**NUMBERS**—Written Arithmetic; common and decimal fractions and compound numbers. Mental Arithmetic; each subject preceding the same work in written arithmetic.

### Studies for Fifth Reader Pupils.

**READING**—Fifth Reader, United States History, and from newspapers and magazines.

**SPELLING**—Speller completed. Oral, written and phonic spelling of any words used in the various text-books. Test words. Definitions, with constant use of dictionary.

**WRITING**—Copy Books.

**GEOGRAPHY**—Common School Geography completed. Map-drawing.

**GRAMMAR AND LANGUAGE LESSONS**—Text-book in grammar. Analysis and parsing from reader. Written exercises on historical and other subjects, a knowledge of which has been developed by conversation. Practical exercises in the use of the various punctuation marks. Letter writing.

**HISTORY OF THE UNITED STATES**—To 1800. Brief outline of settlements. Revolution. Administration. Great Rebellion.

Declamations, Dialogues, compositions and written abstracts.

**NOTE**.—Inasmuch as the above outline does not include vocalizing, the two optional studies named in the school law, nor the natural sciences, a statement explaining why the committee attempted what is ordinarily taught in our country schools, may not be out of place.

Since not more than one teacher in five in the state has given up having qualified to teach these branches (those having second grade not being required to pass an examination in any of them), and since we believe that the time spent in teaching these branches by those who have any special attention to them, can be employed much better in the additional branches which they are prepared to teach, it is suggested that the additional branches in this outline, which are not included in the present law, should be taught in the state.

While these are the chief considerations which influenced the decision, they do not wish to be understood as believing that no attempts should be made in country schools to teach the additional branches. On the other hand, they believe that it may, in a systematic and progressive course of oral lessons, or all of them (of course, not in all at the same time), with benefit to their pupils, and that, too, without neglecting to mark out in this outline. In fact, the committee are teachers should labor to qualify themselves to do some work they do not deem it wise to urge teachers to attempt to do; they are prepared to do so with a fair degree of success. They must first definitely just what points they will teach, and in what way.

## GENERAL DIRECTIONS AND SUGGESTIONS

### FIRST READER GRADE

**READING**—It is very important that children should take the first steps in their school work correctly. They should be taught, in familiar conversation, to observe objects and tell their names. By easy questions, lead them to form simple ideas about things which they can see and handle. Bring children to school room for them to examine and talk about. Use pictures. Seek freedom and familiarity between yourself and young children. Print upon board the names of the most familiar objects, which do not contain more than one or four letters, and teach the child to recognize the word and pronounce as pointed out. After pupils have learned to pronounce a few words, and the letters composing them, write and print them upon the blackboard. Children how to write them upon their slates. Keep a list of words on the blackboard, and add new words as fast as they are learned. The comprehension or expression of thought indicated in printed or written words. The pronunciation of words, is not reading, but should precede reading as a preliminary exercise; therefore, test the ability of the children to pronounce a reading lesson, and to comprehend their meaning, before they attempt to read. Indistinctness of utterance, hesitancy, and clipping of words or sounds.



## SCHOOL REGISTER

By an Act of the last General Assembly, all Common School Teachers the

**LANGUAGE LESSONS**—Are thus introduced at a time when it is very important that children should be taught to answer all questions in complete sentences. In all corresponding exercises with children, develop the power to express thought properly. Correcting all mistakes in the use of language. In every written exercise, whether upon the blackboard or slate, require the use of the necessary punctuation marks. Always examine with care all the written exercises required, to see how well they are prepared, and to correct all errors. Whatever else you do, or fail to do, be sure you do not neglect the "little ones," who need direction and encouragement at every step.

**SPELLING**—After children have become familiar with a few words, teach them to spell, always requiring them to pronounce the word distinctly. Dictate words, learned in their reading lessons, to be written upon their slates.

**NUMBERS**—While children are learning the names of objects, develop a knowledge of numbers by letting them count one, two, three, etc., as they pick up the objects, always giving the name of the object. Write the figures representing the number of objects on the blackboard. Use beans, spools, stones, picture-cards, etc., letters, toys, etc. Use objects that will interest the child. Construct simple problems with objects in addition and subtraction by 1's, 2's and 3's, and from such problems lead the pupil to construct for themselves addition and subtraction tables. Begin the first steps slowly and surely.

**WRITING**—Prepare the slates by ruling one side of them permanently, by scratching, as copy books are ruled, with four equi-distant lines and three spaces, or with two lines to indicate the height of the small letters, and a line above and one below to indicate the length of loop letters. Great care should be taken at first to teach the children how to form the letters. Always write the word or words to be written on the blackboard, using lines, so the children may observe how each letter is formed. Guide the hand in the first efforts. Teach them to draw straight lines; vertical and slanting, equal spaces distant, and one, two or three spaces high on the ruled slate; keeping in mind the fact that this exercise will aid in teaching space and slant in writing. Require pupils to bring to the reading class each day, as assigned, part of the lesson neatly written on the slate.

## SECOND READER GRADE.

**READING**—Test the ability of the pupils to pronounce every word in the lesson, and require them to give, before reading, the substance of the lesson in their own language, or let them substitute other words for certain selected words in the sentences. Seek constantly to obtain distinct articulation and natural tones. Teach them to read as they would talk. Don't let pupils of this grade point to the words when reading. Train the eye and the voice. Give variety by using picture books and children's papers for reading exercises at least once a week.

**LANGUAGE LESSONS**—Besides the questions asked and answered in every recitation, occasionally write sentences with prominent words omitted, to be supplied by the pupils. Give a list of familiar objects with which sentences are to be constructed.

Bring curiosities, pictures, etc., and request children to describe them. Require correct ideas as well as correct construction of sentences. Let children select the object words (nouns) in the reading lessons, define and explain them.

**SPELLING**—Spell words from the reader, and words used in other exercises. Spell monosyllables by sound. Require the phonic system of spelling sufficiently to obtain correct and distinct enunciation. Let a part of the spelling be written. Drill on difficult words found in the lessons, and those pronounced alike but spelled differently. Spell with every exercise.

**NUMBERS**—Combine written work with the mental in this grade. Give practical examples embracing the number work of this grade. Require children to construct examples, using the prices of familiar objects, as sugar, candy, slates, thread, etc., thereby teaching children habits of inquiry and observation. Give exercises to obtain rapid work. Vary the number work so as to awaken an interest in every exercise.

**WRITING**—Continue slate work, giving the pupils instruction at the same time it is given to those who write in copy books. Before leaving the Second Reader, let children write with a lead pencil on paper, teaching them how to hold the pencil. Close attention should be given to the formation of letters, slanting, spacing, capitals, etc. Make frequent use of the blackboard in illustrations.

## THIRD READER GRADE.

**READING**—Follow directions given in preceding grade. Require each pupil to obtain a dictionary and find the definitions of common words. Make this a class exercise at their seats at first, to teach pupils how to use a dictionary; teach the marks that indicate the sounds of letters and the accent, so they can determine the pronunciation of words. Cultivate tones and expressions with great care. Let the class memorize short selections containing gems of thought, to repeat singly or in concert as a drill exercise. Do not let pupils attempt to read selections beyond their comprehension. Let children bring story books from home and read aloud in the class.

**LANGUAGE LESSONS**—Teach the use of the interrogation point, comma, period, and capital letters. Never permit written exercises to be prepared carelessly, or without a proper use of capitals and punctuation marks. Teach pupils to separate simple sentences into the complete subject and predicates; and to find the subject word and predicate verb (include the auxiliaries) by a series of questions developing the thought of the sentences. Let the teacher use a language lesson book as a guide in the exercises given.

**SPELLING**—Guard carefully the pronunciation of words in oral spelling, securing distinctness and purity of tone. Require pupils to construct sentences, using the word spelled. Combine definitions with the spelling exercise. Let half of the spelling be written work. In the written work require neatness and good penmanship.

**GEOGRAPHY**—The work in geography should be largely conversational. If books are used in this grade, have the pupils occasionally read portions of the text; also have them read selections from any books to be had containing descriptions of the



country, cities or localities studied. The natural divisions of land and water, ability to point the outline map, the of the local geography of the town and county in which the pupil resides, and then the state. Teach the children how to draw rivers, coast line, etc., with chalk. Require them to draw a map of the state.

**NUMBERS**—Require all work which pupils place upon their slates or blackboard to be arranged neatly and systematically, and when concrete numbers are used the denomination or name should be written. Give special attention to the principles and analysis, giving the reasons in operations.

**WRITING**—Use copy books with pen and ink. Great care should be taken to teach the children how to hold the pen properly, and to write lightly. Teach the elements of small letters and capitals. Study and follow the instructions given in copy books.

#### FOURTH READER GRADE.

**READING**—In every reading exercise seek to develop thought and an intelligent comprehension of the selection. Learn something of the prominent authors. Give vocal exercises at least once a week, to develop compass of voice, pitch, etc. Teach the system of voice training found in the first part of the readers.

**SPELLING**—Drill in spelling. Require written exercises every day. Give review exercises once a week on words previously studied, spelling orally; combine with other grades in this exercise. Study the derivation and construction of words, giving the root, prefixes and suffixes, the meaning of each part, and of the whole word. Teach a few prominent rules of spelling. Assign a part of each spelling lesson for definitions. *Each pupil should have a small dictionary.*

**ARITHMETIC**—Arrange so that each subject in mental arithmetic shall precede the same in written arithmetic. In taking up any subject develop principles first, teach pupils to construct their own rules, and give the reasons for each step in an operation. Have pupils furnish original examples for each rule and principle. Require system and neatness in the arrangement of all the work put upon the blackboard or slate, so that each step of the process will be indicated. Orderly, methodical habits are valuable in any business. Give miscellaneous examples covering principles learned, to be performed rapidly on blackboard and slate. In rapid work pupils should learn to perform mentally as much of the example as possible.

**GRAMMAR**—Written statements of arithmetical operations, descriptions of events in the history or of the geography of a country will furnish many written exercises, which should be carefully examined and criticised as to construction of sentences, use of capitals and punctuation marks. Let some of the written exercises be criticised in the class by pupils. Require letter writing and easy composition. Diagram Sentences. Diagrams present to the eye the essential parts of a sentence and the relation of the words to each other.

**GEOGRAPHY**—Use maps when learning the location of cities, rivers, countries, etc. If there are no maps in school, draw them on the blackboard or wall, or let the teacher purchase a set for her own use. Let much of the descriptive part of geography be read and discussed. Teach pupils how to make mountains, coast line, rivers, etc., and then require them to draw maps on paper and blackboards.

of the suggestions given in the preceding grade are applied in this grade. Use the United States History as a reading book part of the time, and pupils talk about the subject read. Let pupils make selections from the reader to be read from the platform. Cultivate self-possession, and an easy and natural manner in reading. Continue voice training. Study the thought; require definition. Learn the biographies of prominent authors which are given in many readers. Continue spelling in every exercise, review constantly difficult words. In the study of history combine the geography of the country.

Require the written exercises of this grade to be prepared for preservation and exhibition at the end of the term. Bind them. Explain principles in arithmetic, give full analysis, and give frequent exercises for rapid work and results. Teach the business forms of notes, receipts, etc. Teach pupils to write with a free hand on paper; drill and practice will make pupils easy writers.

In grammar, analyze selections from the readers, for the purpose of critical analyzing the thought of the author. Require compositions on assigned subjects, especially historical and scientific, directing the pupils to books from which information can be obtained.

In geography, teach map drawing of all the grand divisions, using lines of latitude and longitude; study the physical features of countries, and compare the same latitude; when modifications of productions and climate occur, reasons for the changes. Make constant use of outline maps. Study the winds, ocean currents, etc. Induce pupils of this grade to read useful books in selecting them. *Cultivate habits of thought in children of every grade.*

**Declamation**—Every week let a few pupils from each grade be permitted to memorize and repeat from the platform short selections of either prose or poetry, care being taken to lead them to choose what is within their comprehension and worth remembering.

**Music**—When the teacher can sing, or when the pupils can sing, let the whole school sing note exercises and songs, which may be found in any good singing book prepared for school use. Make music an entertaining exercise.

**Written Examinations**—All pupils able to write should have an occasional examination upon what they have studied, to test their knowledge and impress what they have learned, and these written exercises of the lower, as well as those of the higher grades should be preserved for exhibition at the end of the term.

These "General Directions and Suggestions" are printed in the belief that teachers will find them helpful; and the committee respectfully ask that all, whether they follow the suggestions or not, will endeavor to teach the subject matter indicated in each grade, especially in the First, Second and Third Reader grades, before promoting pupils to higher Readers.

The committee suggest that all teachers receiving a copy of this circular fasten it in their school register for preservation and reference.

JAMES P. SLADE,  
ALBERT G. LANE,  
MARY L. CARPENTER, } Committee.



In keeping the record of attendance write the names of the Pupils on each *heavy* line in the Register. The spaces above each *light-blue* line are intended for the morning, and those below such line for the afternoon record.

Register of the Attendance of Pupils in a Common School kept by *William Johnson*, in District No. 4, Township No. 38, Range 14, East of the 3d P. M. in *Sangamon* County, State of Illinois, during the term commencing *September 1, 1879*,

<i>NAMES OF PUPILS.</i>			<i>SCHOOL MONTH COMMENCING SEPTEMBER 1, 1879.</i>	<i>OCTOBER.</i>
No.	Residing in District No. 4, Township No. 38, Range 14, in Sangamon County.	Age.	1 Mon. 2 Tues. 3 Wed. 4 Thur. 5 Fri. 6 Mon. 7 Tues. 8 Wed. 9 Thur. 10 Fri. 11 Mon. 12 Tues. 13 Wed. 14 Thur. 15 Fri. 16 Mon. 17 Tues. 18 Wed. 19 Thur. 20 Fri. 21 Mon. 22 Tues. 23 Wed. 24 Thur. 25 Fri. 26 Mon. 27 Tues. 28 Wed. 29 Thur. 30 Fri.	Monthly Summary.  Mon. Tues. Wed. Thur. Fri.
1	JOHN T. HOLCOMB.	16	E	
2	SARAH SMITH.	14	E	

Pupil No. 1.—John T. Holcomb, in the Formula, is recorded as having entered the school in the morning of the first day of the term, and as being present 19 whole days; absent four half days, and one whole day—but, since the Law disregards half day absences, John's attendance is put in the Summary as having been present 21 days out of the 22 days—the total number taught during the month. He commenced the month of October by being absent the whole of the first day of the month, which is a bad beginning.

We have already intimated that the Law requires that Teachers shall, in addition to the keeping of this Register, make out correct Monthly Schedules of the names and ages of all scholars attending their schools, giving the males and females separately; the grand total number of days attendance; and, the average daily attendance during the month.

This Register is convenient in Size and Form, and designed to last a school of Seventy-five Pupils THREE TERMS of four Calendar Months each.

THE AUTHOR.



SCHOOL MONTH COMMENCING

Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.
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This image shows a piece of antique paper that is severely deteriorated. The paper is a light cream or off-white color, heavily marked with dark brown and black spots, likely from mold or foxing. A large, irregular dark tear is visible on the right side. Faint, cursive handwriting is visible throughout the page, but it is mostly illegible due to fading and the damage. A vertical red line is visible near the left edge, possibly a fold or a binding mark. The overall texture appears rough and aged.







# Register of the Attendance of Pupils in a Common School

Entered

## NAMES OF PUPILS:

Residing in District No. 3

Wardship No. 36 Range 108  
County.

## SCHOOL MONTH COMMENCING

Nov. 17

1890

## SCHOOL MONTH COMMENCING

20 Stella Culver 16 E  
21 Nellie Gardner 10 E  
22 Trudie Spangler 6  
23 Martha Broseman 7  
24 Lelia Broseman 5  
25 Alma Culver 10 E  
26 Frank Hart 16 E  
27 Lester Mangin 8 E  
28 Eddie Mangin 6 E

Age.

Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Monthly Summary.	
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	19
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18 and ending March 11. 18 91

SCHOOL MONTH COMMENCING.....18.....

SCHOOL MONTH COMMENCING.....18.....

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Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Monthly Summary.	
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						

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18	1	19
17	Moved Away	
19	Moved Away	
15		21
16	1	18
17	1	17

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1	1		11	67
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# Register of the Attendance of Pupils in a Common School kept by

Entered as

## NAMES OF PUPILS.

## SCHOOL MONTH COMMENCING

September 7 1891

## SCHOOL MONTH COMMENCING

Residing in District No. 3

Township No. 25 Range 10

In Will County.

Age.

Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Monthly Summary.

Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Monthly Summary.

1 Mand Spangler 14

2 Alice Culver 13

3 Nellie Gardner 11

4 Gertrude Culver 12

5 Alma Culver 11

6 Trudie Spangler 7

7 Brva Hartong 6

8 Maggie Leoppart 6

9 Thomas Sampson 10

10 Lester Mangun 8

11 Leonard Spangler 8

12 Edward Spangler 10

13 John Hartong 8

14 Mortimer Culver 7

15 Edward Mangun 7

16 Ray Spangler 7

17 Guy Culver 7

18 Roy Newton 6

Labor Day

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SCHOOL MONTH COMMENCING.....18

SCHOOL MONTH COMMENCING.....18

Thur.  
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Monthly  
Summary

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Monthly  
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Entered according to

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 Thur. 24  
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 Mon. 28  
 Tues. 29  
 Wed. 30  
 Thur. 31  
 Fri. 1  
 Mon. 5  
 Tues. 6  
 Wed. 7  
 Thur. 8  
 Fri. 9  
 Mo. 12  
 Tu. 13  
 Wed. 14  
 Th. 15



Nov. 23 1871 and ending March 28 1872.

SCHOOL MONTH COMMENCING.....18

SCHOOL MONTH COMMENCING.....February 23.....18.

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# Register of the Attendance of Pupils in a Common School kept by

Enter according to

## NAMES OF PUPILS.

SCHOOL MONTH COMMENCING

SCHOOL MONTH COMMENCING

Number. Residing in District No. 3  
Township No. 26 Range 118  
In Hill County.

Age.

Mon. 23 Tues. 24 Wed. 25 Thurs. 26 Fri. 27 Mon. 28 Tues. 29 Wed. 30 Thurs. 31 Fri. 1 Mon. 2 Tues. 3 Wed. 4 Thurs. 5 Fri. 6 Mon. 7 Tues. 8 Wed. 9 Thurs. 10 Fri. 11 Monthly Summary.

Mon. 23 Tues. 24 Wed. 25 Thurs. 26 Fri. 27 Mon. 28 Tues. 29 Wed. 30 Thurs. 31 Fri. 1 Mon. 2 Tues. 3 Wed. 4 Thurs. 5 Fri. 6 Mon. 7 Tues. 8 Wed. 9 Thurs. 10 Fri. 11 Monthly Summary.

20 Maggie Leoppart 7  
21 Carl Pletcher 13  
22 Orva Hartong 6  
23 Asa Culver 14  
24 Gertrude Culver 13

Thanksgiving Day

Christmas Day

New Years Day



in

County, State of Illinois, during the term commencing

Nov. 23

1891 and ending

March 23 1892

at Washington, D. C.

SCHOOL MONTH COMMENCING

18

Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Monthly Summary.
------	-------	------	-------	------	------	-------	------	-------	------	------	-------	------	-------	------	------	-------	------	-------	------	---------------------

SCHOOL MONTH COMMENCING

18

Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Monthly Summary.	Total Summary
------	-------	------	-------	------	------	-------	------	-------	------	------	-------	------	-------	------	------	-------	------	-------	------	---------------------	------------------

H. School.

18

0

30

2

//////

18

6

21

16

17

7

21

21

20

68

7

78

50



Township No.

Entered according to Act of Congress

[illegible]



SCHOOL MONTH COMMENCING

18

Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Monthly  
Summary.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.

Monthly  
Summary.

14

15

15

15

15

6

3

0

8

19

11 1/2

11 1/2

14

13 1/2

15

0

190 1/2

Left school

Left

SCHOOL MONTH COMMENCING

18

Mon.  
Tues.  
Wed.  
Thur.  
Fri.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.

Monthly  
Summary.

Total  
Summary.

57

55

55

57

54

48 1/2

43 1/2

21

35

47

39 1/2

40 1/2

30

27 1/2

48

3



# Register of the Attendance of Pupils in a Common School kept by

Township

Entered according to Act of Congress

NAMES OF PUPILS.					SCHOOL MONTH COMMENCING.....18 92														SCHOOL MONTH COMMENCING.....													
Number.	Residing in District No.	Township No.	Range	In	County.	Age.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Monthly Summary.
1	Edward Spangler	11																														16
2	Thos. Simpson	11																														21
3	Mortimer Culver	10																														19
4	Fester Mangin	9																														24
5	John Hartong	9																														17
6	Guy Culver	8																														26
7	Edward Mangin	8																														21
8	Ray Spangler	8																														17
9	Thomas Ray	6																														18
10	Alice Culver	14																														20
11	Alma Culver	11																														20
12	Croa Hartong	6																														14
13	Gertrude Culver	14																														5
14	Asa Culver	15																														7
15	Henry Spangler	14																														3



SCHOOL MONTH COMMENCING.....18.....

SCHOOL MONTH COMMENCING.....18.....

Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Monthly  
Summary.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Monthly  
Summary.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Monthly  
Summary.

Total  
Summary.

21

21

18 1/2

21

16

30

21

15

21

13 1/2

15

15 1/2

17

21

21

21

21

21

21

21

21

21



# Register of the Attendance of Pupils in a Common School kept by

Township No.

Entered according to Act of Congress

## NAMES OF PUPILS.

SCHOOL MONTH COMMENCING

SCHOOL MONTH COMMENCING

Number. Residing in District No. 3  
Township No. 3 Range 10  
In Will County.

Age.

Mon. 14 Tues. 15 Wed. 16 Thurs. 17 Fri. 18 Mon. 24 Tues. 25 Wed. 26 Thurs. 27 Fri. 28 Mon. 29 Tues. 30 Wed. 31 Thurs. 1 Fri. 2 Mon. 3 Tues. 4 Wed. 5 Thurs. 6 Fri. 7 Mon. 8 Tues. 9 Wed. 10 Thurs. 11 Fri. 12 Mon. 13 Tues. 14 Wed. 15 Thurs. 16 Fri. 17 Monthly Summary.

Mon. 15 Tues. 16 Wed. 17 Thurs. 18 Fri. 19 Mon. 20 Tues. 21 Wed. 22 Thurs. 23 Fri. 24 Mon. 25 Tues. 26 Wed. 27 Thurs. 28 Fri. 29 Mon. 30 Tues. 31 Wed. 1 Thurs. 2 Fri. 3 Mon. 4 Tues. 5 Wed. 6 Thurs. 7 Fri. 8 Mon. 9 Tues. 10 Wed. 11 Thurs. 12 Fri. 13

1 Edward Spangler. 11  
2 Thos. Sampson. 11  
3 Henry Spangler. 11  
4 Mortimer Culver. 10  
5 Lester Mangum. 10  
6 John Hartong. 9  
7 Guy Culver. 8  
8 Edward Mangum. 7  
9 Ray Spangler. 8  
10 Thomas Ray. 6  
11 Alice Culver. 14  
12 Nellie Gardner. 12  
13 Gertrude Culver. 14  
14 Alma Culver. 12  
15 Orrin Hartong. 6  
16 Lucia Spangler. 17  
17 Ernest Harton. 16  
18 George Spangler. 16  
19 Asa Culver. 15

No School.

Thanksgiving Day.

Left School.

No School.

E  
E  
E

Left School.

E

22  
22  
22  
22  
21  
21  
21  
20  
20  
20  
22  
7  
15  
16  
16  
11  
9

New Year Day.



SCHOOL MONTH COMMENCING 1892

SCHOOL MONTH COMMENCING 1893

Mon.	Tues.	Wed.	Thur.	Fri.	Monthly Summary.	Mon.	Tues.	Wed.	Thur.	Fri.	Monthly Summary.	Mon.	Tues.	Wed.	Thur.	Fri.	Monthly Summary.	Total Summary.
20					21						21						21	81
21					20						20						20	81
17					21						21						21	71
5					0						0						0	42
10					10						10						10	41
0					1						1						1	23
18					19						19						19	75
10					14						14						14	45
21					21						21						21	81
18					9						9						9	66
17					14						14						14	63
21					21						21						21	74
16					12						12						12	56½
18					12						12						12	65
0					0						0						0	71
17					19½						19½						19½	61½
27					22½						22½						22½	78½
17					22						22						22	67
20					16½						16½						16½	47½

Moved away

Moved away

Left School.



Register of the Attendance of Pupils in a Common School kept by

the

TOWNSHIP IV.

Entered according to Act of Congress in the

NAMES OF PUPILS						SCHOOL MONTH COMMENCING Nov 14 1892	SCHOOL MONTH COMMENCING Dec 17 1892
Number.	Residing in District No.	Township No.	Range	In	County		
20	Frank Culver	18					
21	Hattie Sampson	15					
22	Gilbert Pierce	12					
23	Herbert Culver	11					



SCHOOL MONTH COMMENCING

1892 and ending

1893

SCHOOL MONTH COMMENCING

1893

SCHOOL MONTH COMMENCING

1893

Monthly  
Summary

Mon. 23  
Tues. 24  
Wed. 25  
Thur. 26  
Fri. 27  
Mon. 30  
Tues. 31  
Wed. 1  
Thur. 2  
Fri. 3  
Mon. 6  
Tues. 7  
Wed. 8  
Thur. 9  
Fri. 10  
Mon. 13  
Tues. 14  
Wed. 15  
Thur. 16  
Fri. 17  
Mon. 20  
Tues. 21  
Wed. 22  
Thur. 23  
Fri. 24  
Monthly  
Summary.

20  
5

E

172  
212  
11  
19

Mon. 23  
Tues. 24  
Wed. 25  
Thur. 26  
Fri. 27  
Mon. 30  
Tues. 31  
Wed. 1  
Thur. 2  
Fri. 3  
Mon. 6  
Tues. 7  
Wed. 8  
Thur. 9  
Fri. 10  
Mon. 13  
Tues. 14  
Wed. 15  
Thur. 16  
Fri. 17  
Mon. 20  
Tues. 21  
Wed. 22  
Thur. 23  
Fri. 24  
Monthly  
Summary.

Total  
Summary.

9 512  
18 442  
9 20  
14 33



# Register of the Attendance of Pupils in a Common School kept by

*Detla*

Township No. *10*

Entered according to Act of Congress in the year

## NAMES OF PUPILS

## SCHOOL MONTH COMMENCING

*April 31*

*1893*

## SCHOOL MONTH COMMENCING

*May 1*

Number. Residing in District No. *3*  
Township No. *36* Range *14*  
In *Wills* County.

Age.

Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Monthly Summary.

Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Monthly Summary.

1. Edward Spangler 12
2. Thomas Sampson 12
3. Mortimer Culver 11
4. Lloyd Gaylord 8
5. Guy Culver 9
6. Ray Spangler 9
7. John Hartong 10
8. Thomas Reay 7
9. Margerite Leppart 8
10. Pearl Gaylord 7
11. Alma Culver 12
12. Henry Nagel 9
13. Orva Hartong 7
14. Hattie Sampson 15
15. Nellie Gardner 13
16. Edward Gardner 5
17. Albert Leppart 5
18. Ruth Pierce 6

*/// Sick*

*E*

*E*

*E*

*E*

*E*







TOWNSHIP, NC.  
Entered according to Act of Congress in the year

NAMES OF PUPILS						SCHOOL MONTH COMMENCING.....Sept 27 93		SCHOOL MONTH COMMENCING.....Oct 18 93
Number.	Residing in District No:	Township No.	Range	In	County.	Age.	Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Monthly Summary.	Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Mon. Tues. Wed. Thur. Fri. Monthly Summary.
1	Edward Spangler	12	E	/			19	/ / / / /
2 <sup>a</sup>	Thomas Sampson	12					20	/ / / / /
3	Clayton Smith	11	Labor Day				21	/ / / / /
4	Mortimer Culver	11					21	/ / / / /
5	Lloyd Gaylord	9					21	/ / / / /
6	Raymond Shandler	9	E	//			18	/ / / / /
7	Guy Culver	9		/	/	/	21	/ / / / /
8	Henry Nagel	9	/	/	/	/	8	/ / / / /
9	Thomas Reay	7	/	/			20	/ / / / /
10	Edward Gardner	5	Labor Day	/	/		19	/ / / / /
11	Albert Leppert	5		/	/		20	/ / / / /
12	Alma Culver	13	Labor Day	/	/		21	/ / / / /
13	Margeret Leppert	8		/	/		20	/ / / / /
14	Pearl Gaylord	7		/	/		21	/ / / / /
15	Olive Smith	9		/	/		20	/ / / / /
16	Mildred Smith	5		/	/		20	/ / / / /
17	Ruth Pierce	7		/	/		18	/ / / / /
18	Crova Hartong	7	E	/	/	/	13	/ / / / /
2)	Frank Korthen			/	/	/		X // //



18

SCHOOL MONTH COMMENCING

18

SCHOOL MONTH COMMENCING

18

Tues.  
Wed.  
Thur.  
Fri.  
Monthly  
Summary.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Monthly  
Summary.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Monthly  
Summary.

Total  
Summary.

16

16

22

17

22

21

21

18

23

23

22

18

22

22

23

20

20

18



Entered according to Act of Congress in the year

19	Gilbert Pierce	12
20	Hattie Sampson	10
21	Ethel Spangler	5
22	Nellie Gardner	13
23	Alice Culver	15
24	Frank Nagel	5



1877

SCHOOL MONTH COMMENCING 1878

Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Monthly  
Summary.

Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Monthly  
Summary.

SCHOOL MONTH COMMENCING 1878

Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Mon.  
Tues.  
Wed.  
Thur.  
Fri.  
Monthly  
Summary.

Total  
Summary.



Entered according to Act of Congress in the year

E



SCHOOL MONTH COMMENCING

1894

Mon.	Tues.	Wed.	Thur.	Fri.	Monthly Summary
					6
					13
					9
					16
					20
					17
					16
					13
					18
					14
					14
					19
					11
					16
					20
					20
					16
					16
					21
					13
					0

SCHOOL MONTH COMMENCING

1894

Mon.	Tues.	Wed.	Thur.	Fri.	Mon.	Tues.	Wed.	Thur.	Fri.	Monthly Summary	Total Summary
										0	8
										8	31
										9	53
										11	56
										13	70
										14	65
										19	76
										18	72
										0	55
										16	67
										6	33
										14	61
										17	75
										17	74
										14	64
										19	74
										16	76
										12	57
										0	9

Moved Away

School Closed



# List of Text Books

"Text Books should be selected with great care, and adopted only with a view to their permanent use in the School."

TITLES OF BOOKS.	NAMES OF THE AUTHORS.	When Adopted			REMARKS.
		Month.	Day.	Year.	
School Register,					
Recitation Register,					
Speller,					
First Reader,					
Second Reader,					
Third Reader,					
Fourth Reader,					
Fifth Reader,					
Elocution,					
Penmanship,					
English Grammar,					
Mental Arithmetic,					
Practical Arithmetic,					
Higher Arithmetic,					
United States History,					
Physiology,					
Natural Philosophy,					
Algebra,					
Physical Geography,					
Geog.					
Geog.					
Geog.					



## Explanation of Annual Register.

---

The forms for the Annual Register of Scholars belonging to the School, given on a number of pages next following, are so plain and clear as to need scarcely any remark of explanation. It is intended that the names of Scholars be enrolled in the Annual Register but once each year however often they may be enrolled in the Daily Register.

The column headed "star (\*) column" is designed simply as a convenient place for checking the names of those Scholars who have been enrolled in some other Annual Register belonging to another school in the district, in order that they may be distinguished from those who have been enrolled *only once* during the same school year in the same district.

The "star column" is of great importance to the clerks of School Boards where several Schools are under their own control. They should see to it therefore that this Annual Register is properly kept, and that the checks in the "star column" are properly made. By comparing the Registers belonging to the different Schools in the district, it will be easy to discover whether each teacher has done his or her duty in this respect.

The district clerk, in making his report at the close of the school year, of the number of Scholars enrolled in his district during the year, has only to count the names in each Register who have no "\*" opposite, and the total will be his Report of Enrollment as required by law.



# Annual Register of Pupils

For the School Year Commencing

18

and Ending

18

COPYRIGHT 1890

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

Date of Entering School.

Date of Leaving School.

No.

Name of Street.

Age.

Month. Day. Year.

Column.  
Star (\*)

Month. Day. Year.



# Anna Register of Parents and Scholars.

For the School Year Commencing

18

and Ending

18

© F. WRIGHT RECORDED

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entry School.

Month. Day. Year.

Column.  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year commencing

18

and Ending

18

COPYRIGHT 1902

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year Commencing

18

and Ending

18.

(COPYRIGHT SECURED)

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year Commencing

18

and Ending

18

COPYRIGHT 1900

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

Age.

Date of Entering School.

Column  
Star (\*)

Date of Leaving School.

No.

Name of Street.

Month. Day. Year.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year Commencing

18

and Ending

18

(COPYRIGHT SECURED)

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

No.

Name of Street.

RESIDENCE.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year commencing

18

and Ending

18

COPYRIGHT 1880-1881

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year Commencing

18

and Ending

18

(OF WEIGHT REQUIRED)

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year commencing

18

and Ending

18

COPYRIGHT 1878

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year Commencing

18

and Ending

18

(COPYRIGHT SECURED)

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year <sup>beginning</sup> ~~termining~~

18 and Ending

18

COPYRIGHT 1872

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star ( )

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year Commencing

18

and Ending

18

(COPYRIGHT SECURED)

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star ( )

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year ~~18~~ Commencing

18 and Ending

18

COPYRIGHT SECURED

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year Commencing

18

and Ending

18

NOT YET SECURED

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year commencing

18

and Ending

18

COPYRIGHT SECURED.

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year Commencing

18

and Ending

18.

© FRIGHT SECURED

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star (s)

Date of Leaving School.

Month. Day. Year.



# Annual Register of Parents and Scholars.

For the School Year commencing

18

and Ending

18

COPYRIGHT SECUL.

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

Age.

Date of Entering School.

Column  
Star (\*)

Date of Leaving School.

No.

Name of Street.

Month. Day. Year.

Month. Day. Year.



# Register of Parents and Scholars.

For the School Year Commencing

18

and Ending

18

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NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

Age.

Date of Entering School.

Month. Day. Year.

Column.  
Star (\*)

Date of Leaving School.

Month. Day. Year.



# Annual Report of the

For the School Year Commencing

18

and Ending

18

NAMES OF PARENTS  
AND GUARDIANS.

NAMES OF PUPILS  
ENROLLED.

RESIDENCE.

No.

Name of Street.

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Month. Day. Year.

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Month. Day. Year.